

cate in detail what factors are operating to bring about such extensive decreases.

United States Commissioner of Education George F. Zook points out, however, that other reports to the Federal Office of Education show a variety of influences at work; decreases in teachers' salaries; dismissal of teachers with a consequent increase in the size of classes of those teachers still on the rolls; absorption of heavy increases in enrolment on high school levels in much larger classes; reductions in expenditures for supplies; and dismissal of supervisors and special teachers.

"It is evident from this study," declares Commissioner Zook, "that schools have undertaken heroic measures to adapt themselves to the exigencies of the depression. Whether these reductions represent economies or whether they represent a reduction in the service which schools should render to children is an open question. Some of the reduction has come from true economies in which approximately equivalent service is provided at lower cost. On the other hand, the reductions represent in part a lowering of the standards of education in American cities."

Other studies indicate that the current expense for operating American schools, both city and rural, in 1933-34 is approximately \$368,000,000 less than in 1930.

#### THE CALL OF THE HOME TOWN

What this country needs is not by any means fewer educated men and women to serve it through the learned professions and otherwise, but the distribution of the available supply of these educated men and women where there is greatest public need for their service. It is particularly true that in the field of medicine there are large areas which are quite insufficiently supplied with well-trained physicians and surgeons to care for the ordinary ailments of the population. It is partly because of the overcrowding of this class of persons in the cities and larger towns of the United

States that many of them have suffered so severely during the depression through which we have been passing for some four years past. There is probably no quick and certain answer to the question as to how the need for a wider and better distribution of the annual university production can be brought about, but that the question should be carefully studied, primarily from the standpoint of the general public interest, is quite certain.

NICHOLAS MURRAY BUTLER

#### THE READING TABLE

AN INTRODUCTION TO PHYSICAL EDUCATION. By Eugene W. Nixon and Frederick W. Cozens. Philadelphia: W. B. Saunders Company. 1934. Pp. 262. \$2.50.

The philosophy, purposes, and principles back of the "new conception" of physical education are drawn from points of view of many workers in this field. This book concisely interprets the ideas, aims, and objectives.

Students and teachers, as well as administrators interested in physical education as a profession, will find the selected and annotated references placed at the conclusion of each chapter of great value. They will be of especial help to students who wish to make an extended study of the principles, programs, and problems of physical education.

The chapter on Technic in Teaching Skills in Physical Education Activities gives hints to the teacher for helping the beginner in acquiring skills in big muscle activities and in guiding the learner to success.

The last thirty-six pages in the book are devoted to the professional outlook in physical education. The prospective teacher of physical education, we learn, must be far above the average individual in physical vigor and efficiency, and must be trained in an atmosphere that gives a broad outlook on the entire educative process.

D. L. S.



SECOND YEARBOOK OF SCHOOL LAW. Edited by M. M. Chambers. Columbus, Ohio: Published by the author. 1934. Pp. 96. \$1.00. Paper.

This publication carries citations of recent questions which have been decided in courts of the United States, and gives the facts and holdings. It will be welcomed by school officials, teachers, and school trustees.

Every school library, both public and private, should have these yearbooks for use by teachers and principals. Often school libraries do not have law books which contain reports of decided cases on phases of law applicable to schools and school systems, or other related legal problems. A teacher of a course in school law, without the proper reference books, finds a publication like the School Law Yearbook a very meaty volume; it will be used many times during a series of lectures.

H. K. GIBBONS

SEVEN PSYCHOLOGIES: By Edna Heidebreder. New York: The Century Company. 1934. Pp. 450. \$2.25.

The author's happy combination of scientific insight and clear stimulating style makes this an unusual book. The seven psychologies are not all indigenous but each has been an important influence in the development of American psychology.

EDUCATION IN LATIN AMERICA: By Henry Lester Smith and Harold Littell. New York: The American Book Company. 1934. Pp. 431.

Each chapter in this book summarizes the educational system in one of the twenty Latin American countries. Because the same general plan is used in discussing each country, it is easy to follow a topic such as *elementary education* across chapters. Intended primarily for students of comparative education, the book is worthwhile for any one interested in the relation of education and social welfare.

MODERN EUROPEAN EDUCATORS: By Adolph E. Meyer. New York: Prentice-Hall, Inc. 1934. Pp. 241. \$2.50.

A series of essays on European teachers of the progressive order. Good reading for

American laymen interested in their schools as well as for teachers.

## NEWS OF THE COLLEGE

Henrietta Manson, of Lottsburg, newly elected president of the student body, took the oath of office, administered by Hilda Hisey, the retiring president, at the spring convocation exercises. She in turn pledged Frances Jolly, of Holland, vice-president; Billye Milnes, of Rippon, W. Va., secretary; and Alma Fultz, of Butterworth, recorder of points. The new house presidents were also installed. They are Helen Marston, Toano; Virginia Hisey, Edinburg; Madeline Blair, Chatham; Mildred Cross, Salem. Dr. L. Wilson Jarman, president of Mary Baldwin College, was the speaker of the occasion.

The following officers for 1934-35 have recently been elected for many campus organizations. Chief Scribe of *Scribblers*: Kathleen Carpenter, Norfolk; *Debating Club*: president, Joyce Rieley, Troutville; vice-president, Margaret Hopkins, St. Michels, Md.; secretary, Sylvia Kamsky, Richmond; debate manager, Helen Madjeski, Elizabeth, N. J.; *Art Club*: president, Hattie Courter, Amelia; vice-president, Mary McCoy Baker, Hagerstown, Md.; secretary, Eleanor Biggs, Lynchburg; treasurer, Gene Averett, Lynchburg; chairman of program committee, Margaret Hopkins, St. Michels, Md.; business manager, Lois Meeks, Baltimore, Md.; *Alpha Rho Delta*: president, Louise Golladay, Quicksburg; vice-president, Frances Burton, Stuart; secretary, Lois Sloop, Harrisonburg; treasurer, Elizabeth Page, Tabb; *Le Cercle Francais*: president, Margaret Newcomb, Formosa; vice-president, Albertina Ravenhorst, Lexington; secretary, Elsie Mallory, Vigor; treasurer, Elizabeth Page, Tabb; chairman of program committee, Geraldine Fray, Advance Mills; *Frances Sale*: president, Eleanor Ziegler, Alexandria; vice-president, Mary Parker, Havana, Cuba; secretary,